The 5 Minute Marking Plan

….print and scribble your way to focus on student assessment!

The big picture?
(The purpose of marking for this piece of work / project?)

Summative marking:
to *measure (progress) student learning*
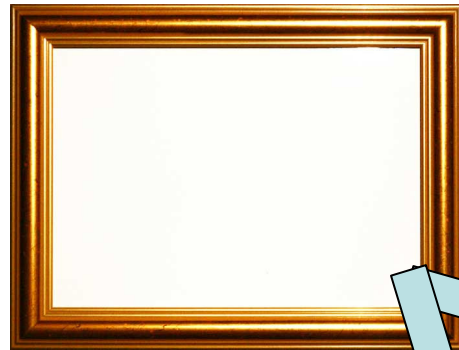
Grading system:

Formative marking:
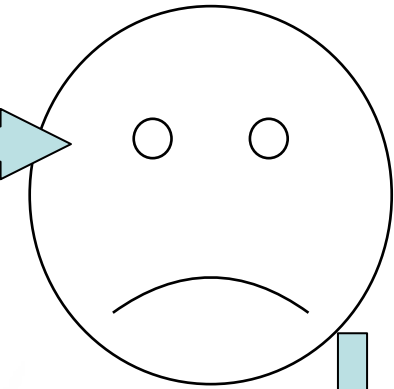to *improve student learning*

Comment system:

Key marking points to share with students?

Re-teach?

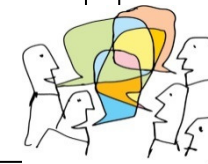What? When? Why? How?
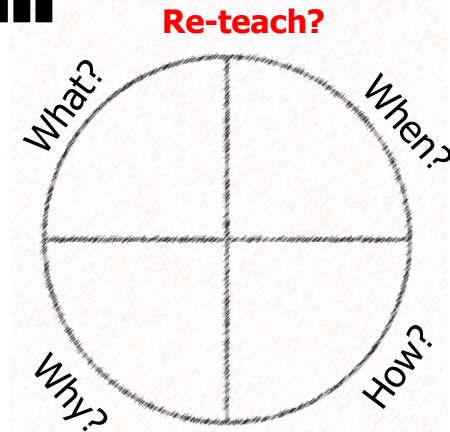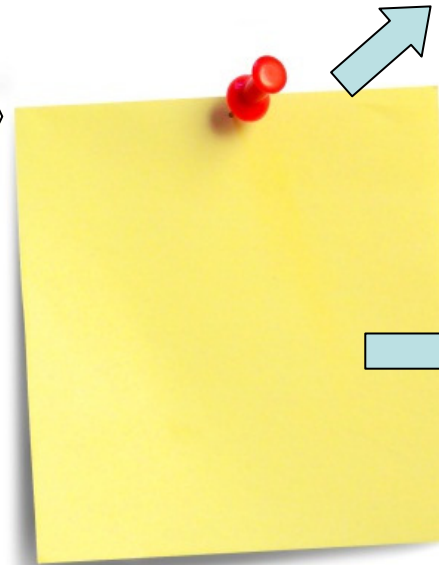
Common Errors?!

What should be changed in activity / SoW?

What should/should not be marked?

Peer/Self assessment opportunities?

Student response to feedback required?

☐ yes
☐ no
☑ maybe

@Teacher Toolkit

Context – (What each area means?)

- **The big picture?** What is the purpose of marking for this piece of work / project? Try to be clear right from the beginning how the time you spend marking will improve teaching & learning.

- **Summative marking -** Grading system: Are you going to use GCSE or A-level grades? Is it levels or have you started to think about a post-levelling world? Is it a numerical mark out of 10 or 20? Does the school, department or phase have an agreed system for teachers to use?

- **Formative Marking –** Comment System: Do you have an agreed way of giving comments on students work - www (what went well), ebi (even better if), ioti (in order to improve), three stars and a wish? Have you given thought to numbering / lettering the key marking points, shared with students, so teachers can give comments via numbers / letters instead of writing out comments in full? Will you annotate the piece of work by putting the numbers / letters against the corresponding questions / text?

- **Key marking points to share with students?** This is absolute critical. First of all teachers and then learners need to be clear what marks can be gained for. It's all about teacher clarity. Sharing the key marking students with learners before they start the work will really help improve their work.

- Don't forget to include a bit of "spoof assessment" to help learners understand what the key marking points are. You can give learners two answers of different quality and get them to assess them using the key marking points – can they grade / level the work and give reasons why. Another approach is to give them the different pieces of work and get learners to rank them and identify the main reasons why one was better than the other – can they give you the key marking points?

- **Common Errors –** identifying common errors across a number of learners' work is an important part of diagnostic assessment and links to other parts of the #5 Minute Marking Plan – Re-teach, Student Response to Feedback and What Should be Changed in Activity / SoW .

- **Re-teach –** is there an important part of the module, topic, lesson that learners just haven't got. Don't worry it happens to all teachers. The important thing is to spot the "gap" in learning and then go back and address it again. Plan the re-teach: What, When, How & Why?

- **Student Response to Feedback Required? –** Once you've spent time putting comments on learners' work they must go back and either correct errors or redo areas of their work that needs improvement. A good strategy is to give students time to correct / redo the work during the lesson when the work is handed back – this is a key part of them improving and learning. Think about it, every student has a personalised action plan of ebi / ioti / a wish (or two) to work on.

- **What should be Changed in Activity / SoW –** Is there a gap between the learning you wanted and what actually happened when you looked at the work submitted by the learners? Think about the activity or scheme of work – are some tweaks needed or a major rethink? What do colleagues think who have also taught the activity / SoW? This is a powerful way to improve the teaching programme whilst things are still fresh in everyone's mind.

- **Peer/Self Assessment Opportunities –** Learners need to develop these skills and it's worth investing time in particularly as part of a whole school / department / phase approach. Make sure the learners have the key marking points available to them. Try to get to the point where before you mark a very important learner's piece of work it has gone "self, peer, self" in terms of assessment & improvement before you look at it.

- **What should/should not be marked –** This can be a hard one for teachers. We want to mark everything but quality and quantity can create problems. Go back to "The Big Picture". Why are you marking, what will add most value to the teaching & learning?